WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

Inequitable Distribution of Teachers Report: Sample District

Every local education agency (LEA) that receives Title I, Part A funding under the Elementary and Secondary Education Act, is required to articulate how it will ensure that low-income students and students of color are not being disproportionately taught by inexperienced, ineffective, and out-of-field teachers.[1] The definitions for these teacher characteristics can be found below. LEAs are further required to address any disparities that result. This informational report is designed to assist LEAs in completing that portion of their local plan.

An LEA's local plan must include specific strategies that are designed to address the inequitable distribution of teachers. Strategies might include systems for placement of teachers and students with checks and balances, professional development for principals around placement of students, preference in hiring at these schools, or other locally developed strategies.

Schools and districts may also have additional strategies to mitigate the negative effect of inequitable placement of teachers (such as extra support for new teachers or systems to move emergency licensed teachers to full licensure), but these should not be the only strategies. For more information about strategies and to see sample plans, visit the website https://dpi.wi.gov/wi-equity-plan.

We encourage all LEAs to take this opportunity to review the staffing data for schools that are not identified or not eligible for identification this year. Proactively using the data presented in this report, along with local data, will help ensure that our economically disadvantaged students and students of color have the opportunity to be taught by experienced and effective teachers.

Changes to This Year's Reports

There were no major changes to this years report.

Navigating your Teacher Equity Report

This report is designed for three purposes: 1) to inform you about any schools in your district that are identified as disproportionately contributing to statewide levels of unequal access to experienced and effective teachers for students of color and/or economically disadvantaged students; and 2) to provide some context for why the schools were identified. Finally, 3) the report and the accompanying website, https://dpi.wi.gov/wi-equity-plan, share strategies you may consider to mitigate this unequal access.

---

[1]The specific language introduced by the Every Student Succeeds Act is in the Elementary and Secondary Act of 1965 §1112(b)(2).

Statewide Summary: Page 5 shows the statewide trends in each of the four metrics used in this report.

District Summary: Table 1 on page 6 lists the current identification status for each school in your district. This list is followed by a series of four charts showing the distance between your schools' current status and the range of schools that were identified.

School Detail: The remainder of the report, beginning on page 9, provides detailed trends for each metric within each school.

Data Definitions

Inexperience: Assignments with teachers who have fewer than three (3) years of experience in the Assignment Area Code prior to the report year.

Out-of-Field/Ineffective: Assignments with teachers who have an Emergency License, Emergency Permit, or do not have a License. These categories are combined because there are too few teachers to examine each separately.

Teacher Composition: The fraction of a school's FTE in either inexperienced or out-of-field/ineffective teaching assignments.

Economic Disadvantage: Students who meet one of the criteria listed here: https://dpi.wi.gov/wise/data-elements/econ-status

Students of Color: Students who identify as Hispanic/Latinx and/or at least one of the following groups: (1) American Indian or Alaskan Native, (2) Asian, (3) Black or African American, or (4) Native Hawaiian or Other Pacific Islander.

Student Composition: The fraction of students who are either economically disadvantaged or students of color.

Statewide Inequality: The association between a school's proportion of economically disadvantaged students or students of color and the school's proportion of inexperienced or out-of-field/ineffective teaching assignments.

In order to best capture access to teachers with certain qualifications, all calculations are based on teaching assignments (i.e. Area Code of Assignment, see https://dpi.wi.gov/wise/data-elements/area-code-assignment), not individual teachers. For example, if a teacher teaches math (Area Code 0400) half-time and computer science (Area Code 0405) half-time, this report would count this as two teaching assignments. Teacher composition calculations are weighted by the FTE of each assignment, i.e., the teacher in the previous example contributes a total of 1 FTE to the school's

teaching force. If that teacher had fewer than 3 years of experience teaching computer science, they would contribute 0.5 FTE toward the school's percent inexperienced.

Teaching assignments are included in the calculations if they meet the following two conditions:

- have valid FTE that is greater than 0.0 (out of 1.0 being full time) and
- are filled by people in one of the following teaching positions:

    – POSITION CODE: 53 - Teacher,
    – POSITION CODE: 19 - Teacher-in-charge,
    – POSITION CODE: 84 - Speech/Language Pathologist,
    – POSITION CODE: 86 - Librarian,
    – POSITION CODE: 87 - Library Media Specialist, or
    – POSITION CODE: 88 - Instructional Technology Integrator.

More information about the calculations and the data used in this report are available here:

- The Inequitable Distribution of Teachers Technical Guide, available in SAFE or on our website at https://dpi.wi.gov/sites/default/files/imce/wi-equity-plan/_files/IDT_TechnicalGuide.pdf.
- DPI's Inequitable Distribution of Teachers Website: https://dpi.wi.gov/wi-equity-plan

The Identification Process

Each year, DPI identifies schools with high concentrations of *economically disadvantaged* students and/or *students of color* combined with high concentrations of *inexperienced* or *out-of-field/ineffective* teachers. Specifically, schools are identified if they have a disproportionate negative impact on *statewide inequity* on any of the four combinations of teacher and student composition metrics. Detailed information on the identification process is available in the *Inequitable Distribution of Teachers: Technical Guide* available in the statewide resources section of SAFE.

Schools with fewer than 20 teaching assignments, as defined above, are excluded from being identified in order to ensure that reported results are as accurate as possible. Instead, these schools will have dashes ("-") instead of "Yes" or "No" in the School Identification Status table in the District Summary section. Data from schools with fewer than 20 teaching assignments *are* included in the Statewide Summary and School Detail sections.

While schools are identified based on only the most recent year of data, the report includes trends from the five most recent years of available data for context. Unfortunately, not all the data elements required to create this report are available for the 2014-15 school year. As a result, 2014-15 is not available for the graphs and tables.

DPI does not have access to local data that districts and schools have, but that data is valuable in determining inequitable distribution and should be used by districts and schools. For example, local human resource data should be used to determine if a teacher is struggling, has high rates of absences, or is on an improvement plan. These factors should be taken into account when placing students with teachers. Additionally, schools should take into account the impact of a student having a struggling or brand new teacher multiple years in a row.

Statewide Summary

The following graph shows the statewide trends in each of the two teacher composition metrics:

- percent of inexperienced teaching assignments (blue line)
- percent of out-of-field or ineffective teaching assignments (orange line)

and each of the two school composition metrics:

- percent of economically disadvantaged students (solid black)
- percent students of color (dashed black).

This graph is provided to put the school-level trends presented in the School Detail section, on page 9, into context.

Statewide trends in teacher and school composition metrics

Inexperience   Out−of−Field or Ineffective

Economically Disadvantage (Solid Black)   Students of Color (Dashed Black)
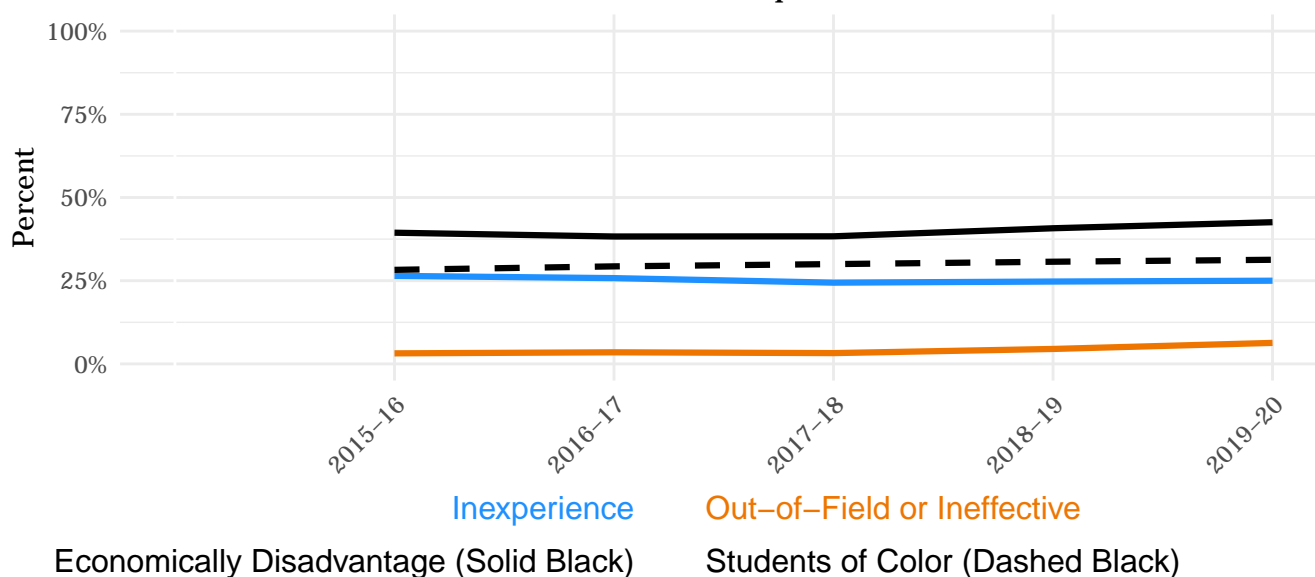
District Summary Report

School Identification List

Table 1: School Identification Status: 2019-20

School	Economic Disadvantage		Students of Color	
	Out-of-Field or Ineffective	Inexperience	Out-of-Field or Ineffective	Inexperience
School A	**No**	**Yes**	**No**	**Yes**
School B	**No**	**Yes**	**No**	**No**
School C	-	-	-	-
School D	-	-	-	-
School E	No	No	No	No
School F	No	No	No	No
School G	-	-	-	-
School H	-	-	-	-

The scatter plots on the next two pages show the association between teacher metrics (vertical axis) and student metrics (horizontal axis). The red region in the upper right hand side is the region where *most* of the schools identified for each combination of teacher and student characteristics are located. *Note: Identified Schools can occur outside of the red region.*

There is one gray dot for each school with 20 or more eligible teaching assignments in the state. Schools in your district are marked with either a green circle if they are not identified or a red square if they are identified.

We included these plots to give you information about how close your schools are to being identified, the shaded region, not just if they were identified or not.

Measure 1: Out-of-Field or Ineffective by Economic Disadvantage
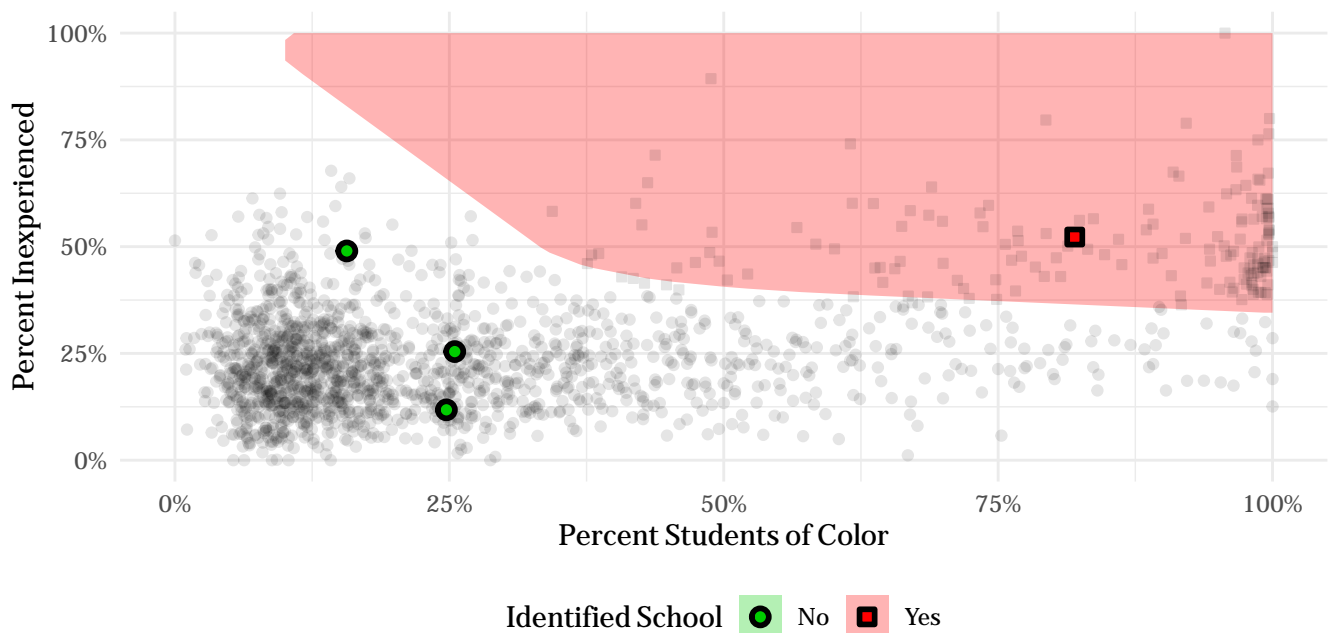

Identified School   ⬤ No   ◻ Yes
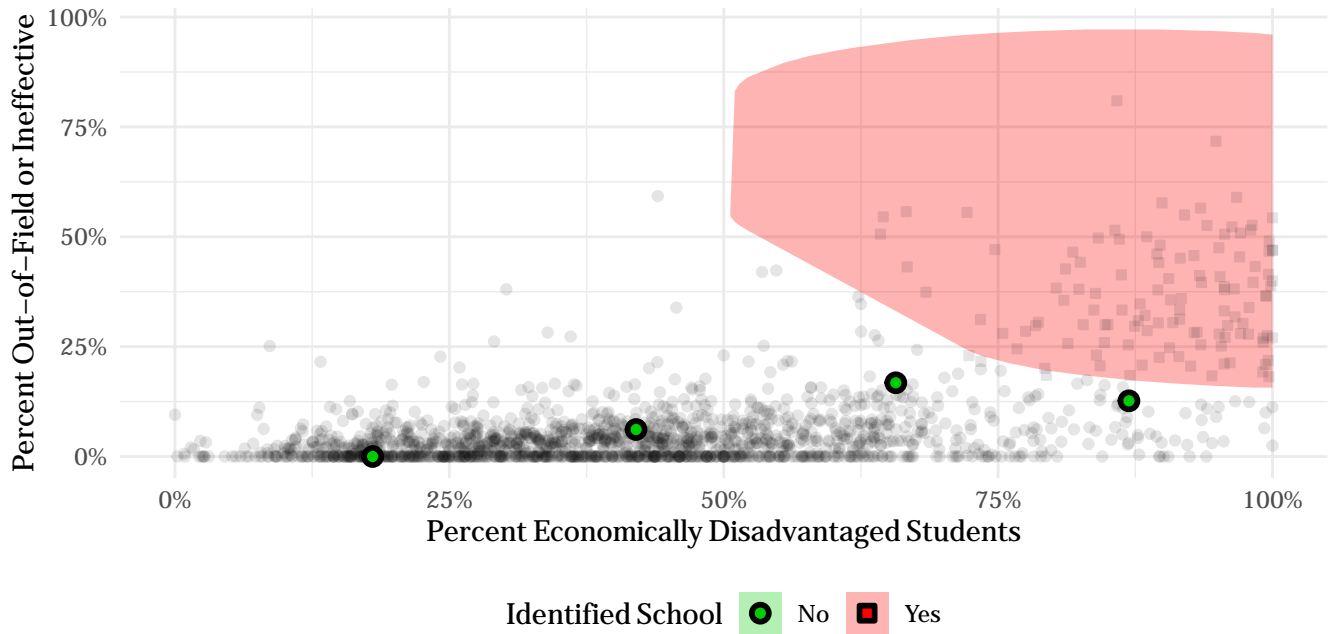
Measure 2: Inexperience by Economic Disadvantage

Identified School   ⬤ No   ◻ Yes
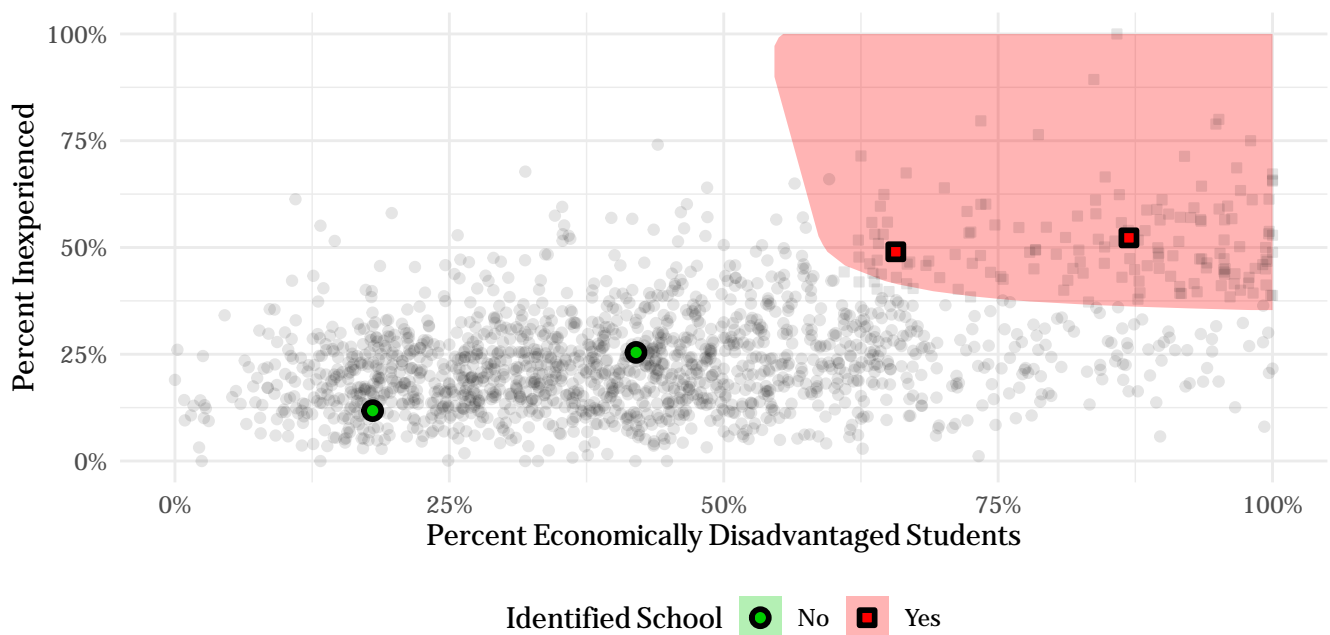
Measure 3: Out-of-Field or Ineffective by Students of Color
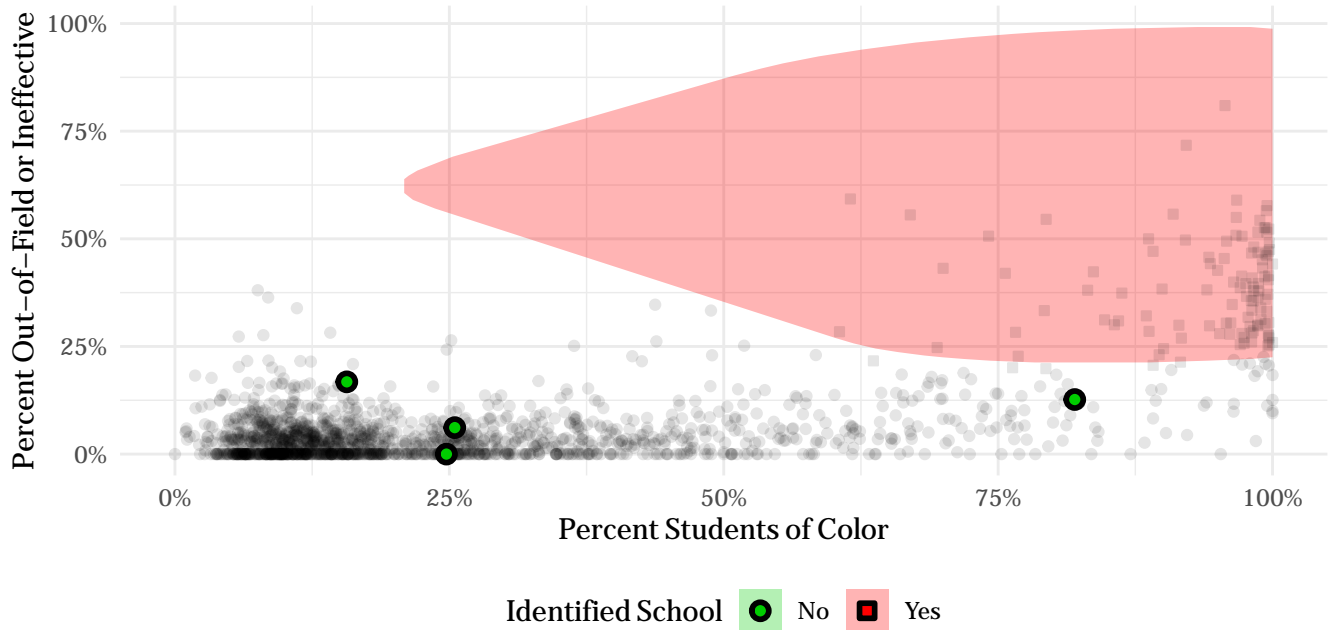
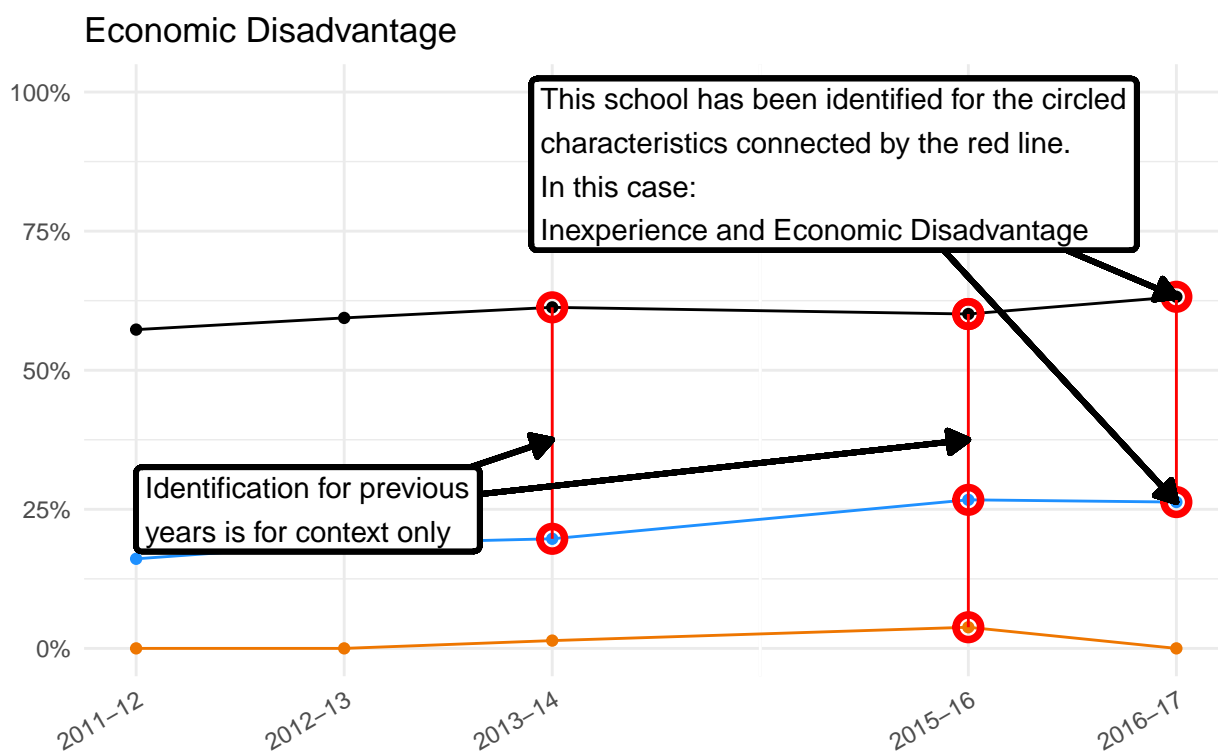## Measure 4: Inexperience by Students of Color

School Detail

This section provides detail on the trends in teacher and student composition for each school in your district. There is one page per school and schools are listed in alphabetical order.

The two graphs on each page mirror the statewide trends on page 5. The graph on the left plots trends in the teacher metrics with trends in the proportion of economically disadvantaged students. The graph on the right does so with trends in the proportion of students of color.

If the school was identified as disproportionate for a given combination of teacher and student metrics for a given year, the identified metrics are circled in red and connected with a red line, see the sample graph below.

Sample School Trend Graph

Economic Disadvantage

This school has been identified for the circled characteristics connected by the red line.
In this case:
Inexperience and Economic Disadvantage

Identification for previous years is for context only

The School Detail table below the graphs shows the underlying data, including the total number of eligible teaching assignments, total FTE of those assignments, and the number (percentage) of both teacher metrics. "NA" is used for years in which the school has valid enrollment data but no eligible teacher assignments. NA's may be present if the school did not complete the entire license audit process (see https://dpi.wi.gov/tepdl/licensing/audit), closed during the year, or, as is the case with some virtual schools, had no teachers assigned for more than 0.0 FTE for that year.

School A

Disproportionality Trends

Economically Disadvantaged (Solid Black)   Students of Color (Dashed Black)
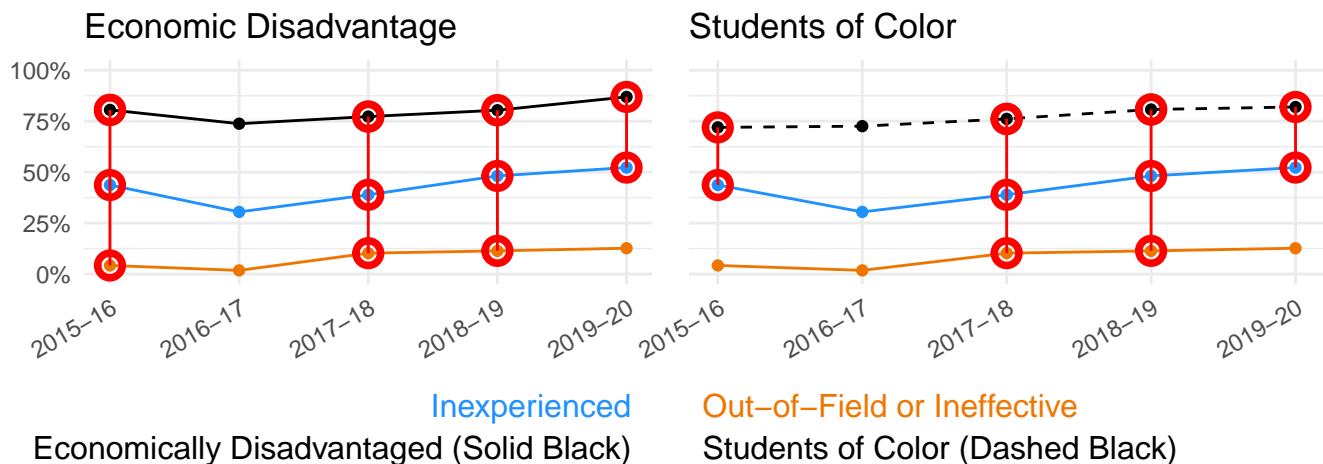
Table 2: School Detail Data for School A

| School Year | Teaching Assignments | | | | School Characteristics | |
	Num. Assignments	Total FTE	Inexperienced	Out-of-Field or Ineffective	Economically Disadvantaged	Students of Color
2015-16	91	70.95	31 (43.7%)	3 (4.2%)	80.6%	72%
2016-17	85	66.58	20.3 (30.5%)	1.2 (1.8%)	73.8%	72.6%
2017-18	88	70.18	27.3 (38.9%)	7.2 (10.3%)	77.3%	76.1%
2018-19	83	67.70	32.6 (48.2%)	7.7 (11.4%)	80.4%	80.7%
2019-20	78	63.92	33.4 (52.3%)	8.1 (12.7%)	86.9%	82%

2 schools were identified for the 2019-20 school year.

School B

Disproportionality Trends

Economic Disadvantage

Inexperienced
Economically Disadvantaged (Solid Black)

Students of Color

Out–of–Field or Ineffective
Students of Color (Dashed Black)
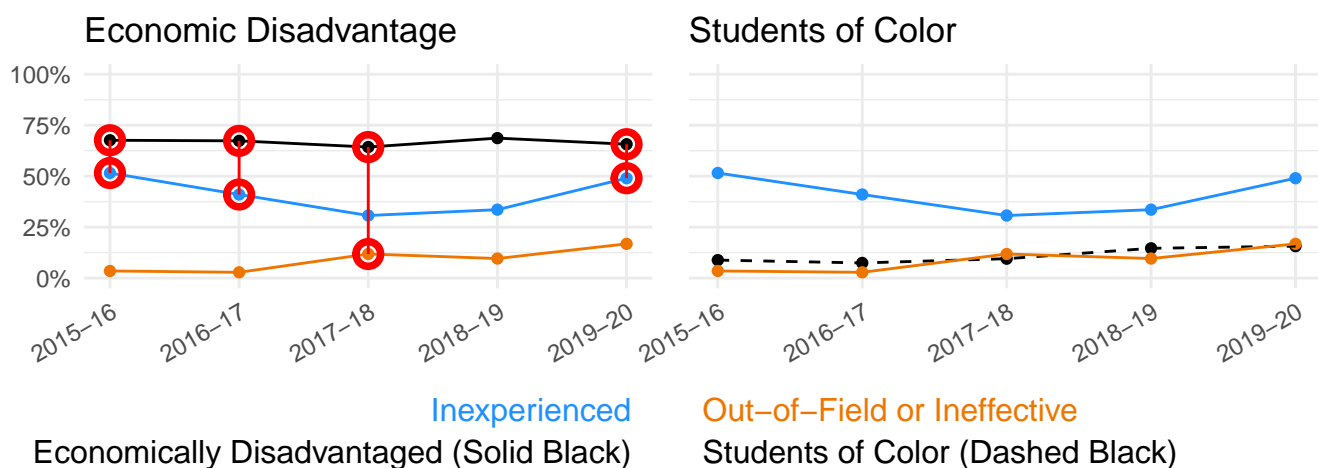
Table 3: School Detail Data for School B

School Year	Teaching Assignments				School Characteristics	
	Num. As-signments	Total FTE	Inexperienced	Out-of-Field or Ineffective	Economically Disadvan-taged	Students of Color
2015-16	38	28.71	14.8 (51.5%)	1 (3.5%)	67.6%	8.8%
2016-17	36	28.41	11.7 (41%)	0.8 (2.8%)	67.3%	7.4%
2017-18	33	25.41	7.8 (30.7%)	3 (11.8%)	64.3%	9.5%
2018-19	48	36.50	12.2 (33.6%)	3.5 (9.6%)	68.7%	14.6%
2019-20	48	37.25	18.2 (49%)	6.2 (16.8%)	65.7%	15.7%

2 schools were identified for the 2019-20 school year.

School C

Disproportionality Trends

Inexperienced   Out–of–Field or Ineffective

Economically Disadvantaged (Solid Black)   Students of Color (Dashed Black)
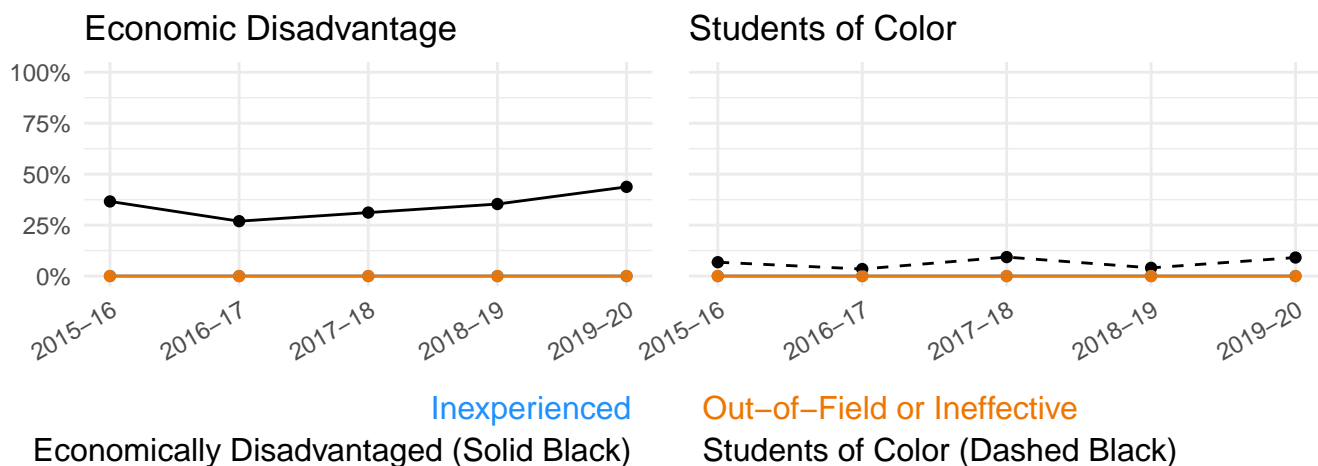
Table 4: School Detail Data for School C

School Year	Teaching Assignments				School Characteristics	
	Num. Assignments	Total FTE	Inexperienced	Out-of-Field or Ineffective	Economically Disadvantaged	Students of Color
2015-16	3	2.14	0 (0%)	0 (0%)	36.6%	6.8%
2016-17	2	2.00	0 (0%)	0 (0%)	26.9%	3.5%
2017-18	2	1.85	0 (0%)	0 (0%)	31.2%	9.3%
2018-19	3	2.07	0 (0%)	0 (0%)	35.3%	4%
2019-20	3	2.14	0 (0%)	0 (0%)	43.8%	9.1%

![Wisconsin Department of Public Instruction logo] WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

2 schools were identified for the 2019-20 school year.

School D

Disproportionality Trends

Economic Disadvantage · Students of Color

Inexperienced · Out–of–Field or Ineffective
Economically Disadvantaged (Solid Black) · Students of Color (Dashed Black)
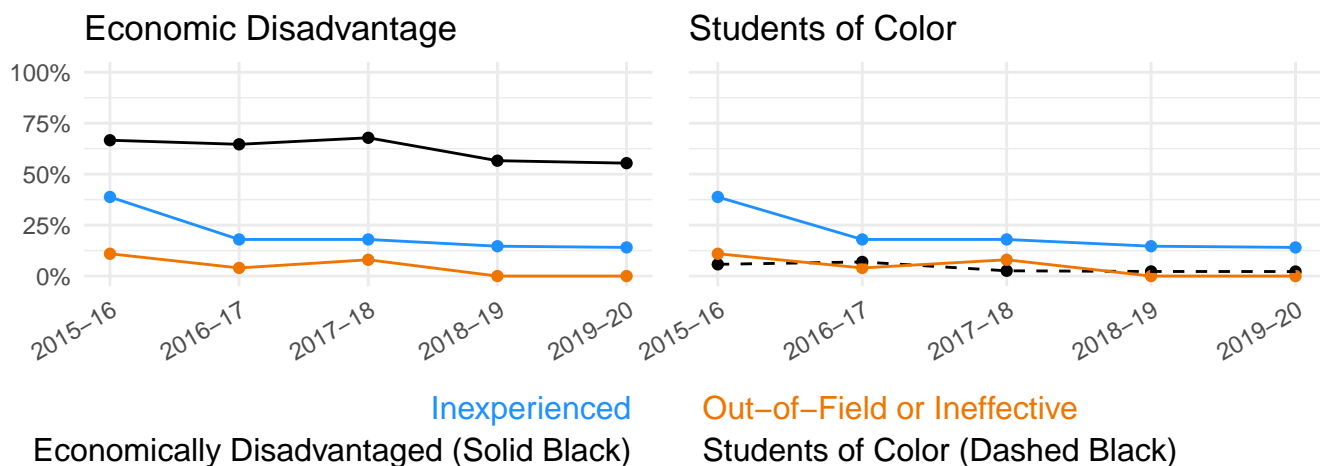
Table 5: School Detail Data for School D

School Year	Teaching Assignments				School Characteristics	
	Num. As- signments	Total FTE	Inexperienced	Out-of- Field or Ineffective	Economically Disadvan- taged	Students of Color
2015-16	14	10.05	3.9 (38.8%)	1.1 (10.9%)	66.6%	5.8%
2016-17	14	10.02	1.8 (18%)	0.4 (4%)	64.7%	6.9%
2017-18	14	10.02	1.8 (18%)	0.8 (8%)	67.8%	2.6%
2018-19	13	9.56	1.4 (14.6%)	0 (0%)	56.6%	2.3%
2019-20	14	9.96	1.4 (14.1%)	0 (0%)	55.4%	2.2%

School E

Disproportionality Trends

Economic Disadvantage

Students of Color

Inexperienced

Out–of–Field or Ineffective

Economically Disadvantaged (Solid Black)

Students of Color (Dashed Black)
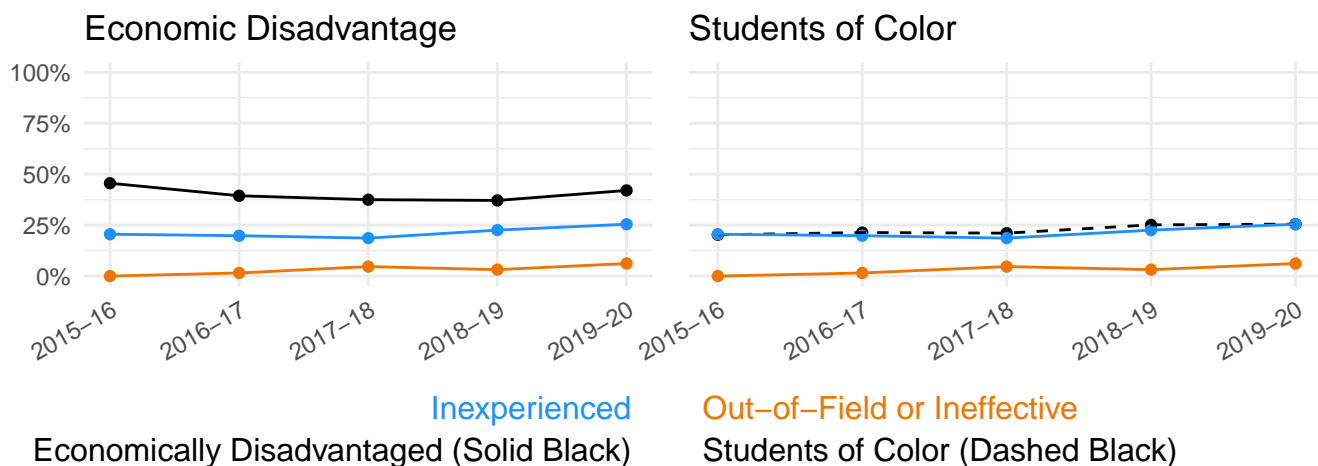
Table 6: School Detail Data for School E

| School Year | Teaching Assignments | | | | School Characteristics | |
	Num. Assignments	Total FTE	Inexperienced	Out-of-Field or Ineffective	Economically Disadvantaged	Students of Color
2015-16	83	66.86	13.7 (20.5%)	0 (0%)	45.6%	20.3%
2016-17	82	66.00	13.1 (19.8%)	1 (1.5%)	39.4%	21.3%
2017-18	79	64.55	12 (18.6%)	3 (4.6%)	37.5%	21.1%
2018-19	79	63.47	14.3 (22.5%)	2 (3.2%)	37.1%	25.1%
2019-20	78	65.08	16.6 (25.4%)	4 (6.1%)	42%	25.5%

School F

Disproportionality Trends

Economic Disadvantage | Students of Color

Inexperienced | Out−of−Field or Ineffective
Economically Disadvantaged (Solid Black) | Students of Color (Dashed Black)
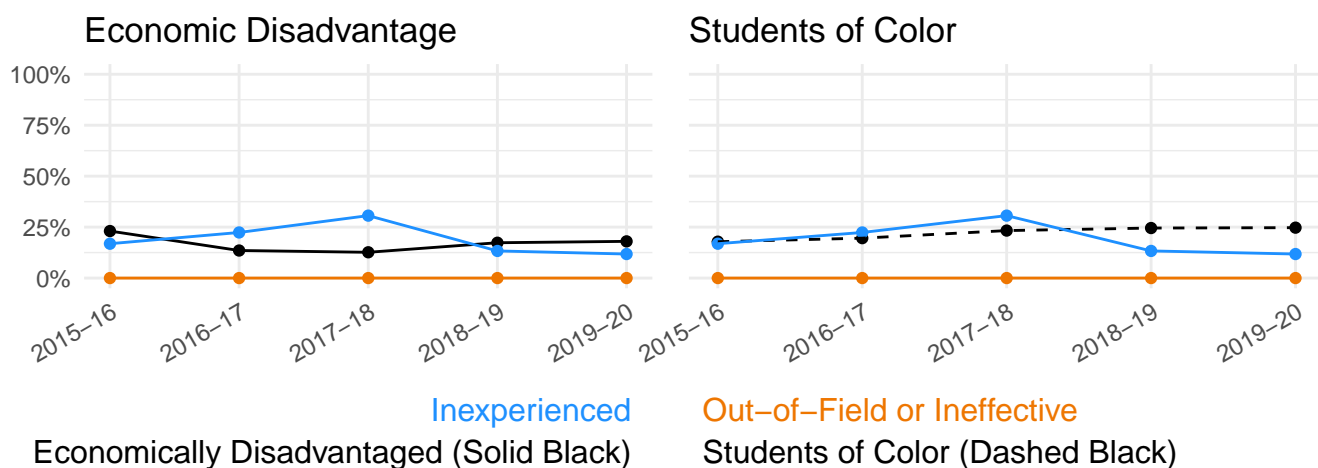
Table 7: School Detail Data for School F

| School Year | Teaching Assignments | | | | School Characteristics | |
	Num. Assignments	Total FTE	Inexperienced	Out-of-Field or Ineffective	Economically Disadvantaged	Students of Color
2015-16	23	21.65	3.6 (16.9%)	0 (0%)	23.1%	17.8%
2016-17	24	22.35	5 (22.4%)	0 (0%)	13.5%	19.6%
2017-18	26	22.85	7 (30.6%)	0 (0%)	12.7%	23.3%
2018-19	25	21.93	2.9 (13.3%)	0 (0%)	17.3%	24.5%
2019-20	25	21.20	2.5 (11.8%)	0 (0%)	18%	24.7%

School G

Disproportionality Trends
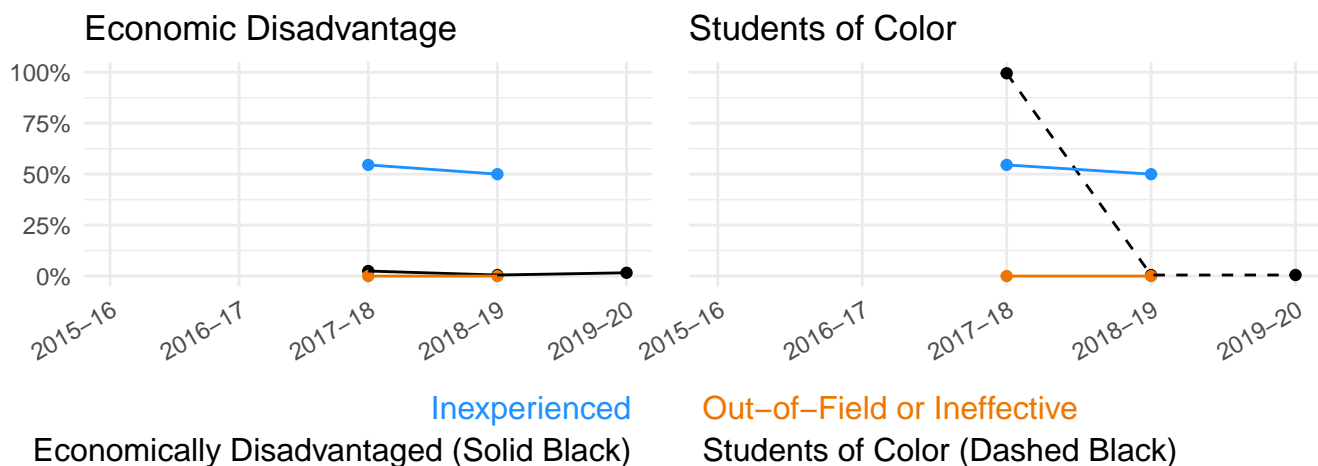
Table 8: School Detail Data for School G

| School Year | Teaching Assignments | | | | School Characteristics | |
	Num. Assignments	Total FTE	Inexperienced	Out-of-Field or Ineffective	Economically Disadvantaged	Students of Color
2017-18	10	1.1	0.6 (54.5%)	0 (0%)	2.5%	99.5%
2018-19	2	0.4	0.2 (50%)	0 (0%)	0.5%	0.5%
2019-20	NA	NA	NA (NA%)	NA (NA%)	1.6%	0.5%

2 schools were identified for the 2019-20 school year.

School H

Disproportionality Trends

Economically Disadvantaged (Solid Black)   Students of Color (Dashed Black)
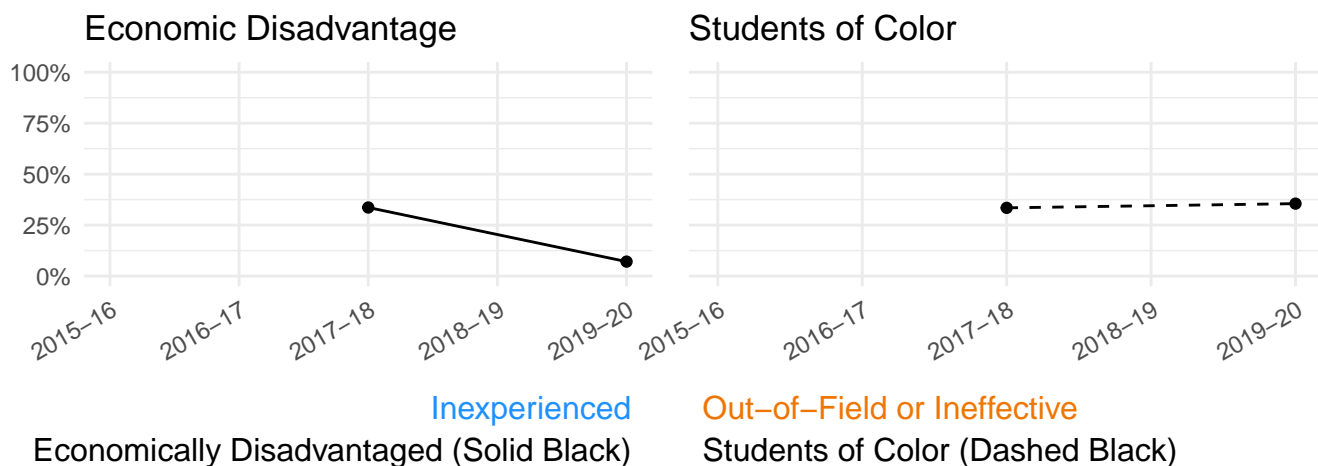
Table 9: School Detail Data for School H

| School Year | Teaching Assignments | | | | School Characteristics | |
	Num. Assignments	Total FTE	Inexperienced	Out-of-Field or Ineffective	Economically Disadvantaged	Students of Color
2017-18	NA	NA	NA (NA%)	NA (NA%)	33.6%	33.5%
2019-20	NA	NA	NA (NA%)	NA (NA%)	7.1%	35.5%